

created depended entirely upon her presence and prestige. It did not exist when she was not there to keep it alive. In a lesser degree, in the earlier days of the school, the leadership of Frank was potent in creating a group feeling of hostility either towards one of the younger children whom he did not favour, or towards one of the grown-ups—as in his happier moods, it was equally effective in engendering friendliness and co-operation.

Since, then, group hostility in little children is the fruit of individual influence, the fundamental motives at work will be found much the same as in individual hostility. The motives of possession, of power, of rivalry and of the sense of inferiority can all be seen operating in the various incidents detailed. I grouped the material of this section, however, rather with a view to bringing out some of those characteristics of group feeling which do differentiate it from individual emotions. The *object* of hostility, rather than the subjective ground, is the basis of classification here ; but it will be seen that this offers a clue to the underlying motive in each case.

To consider now some of the broad general differences between individual and group hostility :
? (i) The actual number of occasions of *group* hostility is less than those of individual aggression among the members of the group, for such reasons as have already been touched upon, (a) Children of these years are emotionally dependent upon *adults*, and see a more direct relation with them than with each other. The two- and three-year-olds cannot yet experience even that degree of fellow-feeling which makes a *common* dislike of another child possible; they are still too closely orientated to adults, and bound up in egocentric attitudes. With the older children of course, this

becomes progressively less true ; and it is with, say, the four- and five-year-olds that genuine group phenomena begin to occur. (b) The "group" (in the sense of two or more children welded together by a common purpose or a common feeling) even then has but a momentary existence, and is quite unorganised. It comes and goes, whilst the individual stays. > ^ (2) Yet, once that level of social development is reached which makes possible a common emotion among two, three or more children, hostility is found to be more vividly shown in the group than in most children acting individually.) It